DOCUMENT RESUME

ED 247 745 FL 014 450

TITLE	Pacific Island Language Groups in Bilingual Education: Information and Technical Assistance Needs and Recommendations to the National Clearinghouse for Bilingual Education and the Office of Bilingual Education and Minority Languages Affairs of the U.S. Department of Education.
INSTITUTION	InterAmerica Research Associates, Rosslyn, Va.; National Clearinghouse for Bilingual Education, Arlington, Va.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	Aug 83
CONTRACT	400-80-0400
NOTE	57p.; Also prepared by the Information and Technical Assistance Needs of Pacific Island Language Groups in Bilingual Education Panel.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Bilingual Education; Educational Needs; *English (Second Language); Federal Programs; *Immigrants; *Information Needs; Minority Groups; *Pacific Americans; Second Language Instruction; *Technical Assistance
IDENTIFIERS	*Pacific Islands

ABSTRACT

The report of a federally funded project to explore the specific needs of the Pacific Island language groups in the Title VII bilingual education programs and to develop a plan to increase the capacity of the National Clearinghouse for Bilingual Education (NCBE) to serve their information and technical assistance needs is presented. The project involved the selection of a 17-member panel of parents, teachers, teacher trainers, consultants, and administrators from those language groups who have worked with the bilingual programs. Their duties included: (1) determining the specific bilingual education needs of these groups, (2) identification of information and technical assistance needs, (3) identification of available resources for bilingual education, (4) identifying areas for increasing NCBE's service capabilities, and (5) making recommendations to the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the Department of Education to meet the needs identified. The needs are outlined in five categories: coordination, training, curriculum and materials, research and other support, and technical assistance. For each need identified, general recommendations and specific recommendations for both NCBE and OBEMLA are made. In a separate section, specific recommendations for increasing NCBE's capacity to serve these groups are listed for these categories: data collection, information dissemination, coordination, product development, and technical assistance. Specific recommendations to OBEMLA are made concerning funding, coordination, support, and programmatic changes. Appendices include a list of panel members with addresses, the panel meeting agenda, and notes on the scope of work and tasks of the panel. (MSE)

ED247745

PACIFIC ISLAND LANGUAGE GROUPS IN BILINGUAL EDUCATION INFORMATION AND TECHNICAL ASSISTANCE NEEDS AND RECOMMENDATIONS TO THE NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION AND THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS OF THE U.S. DEPARTMENT OF EDUCATION

FL014450

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

NCBE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION
1555 Wilson Boulevard, Suite 605, Rosslyn, Virginia 22209

PACIFIC ISLAND LANGUAGE GROUPS IN BILINGUAL EDUCATION INFORMATION AND TECHNICAL ASSISTANCE NEEDS AND RECOMMENDATIONS TO THE NATIONAL CLEARINGHOUSE FOR BILINGUAL EDUCATION AND THE OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS OF THE U.S. DEPARTMENT OF EDUCATION

Submitted to:

The Office of Bilingual Education and Minority Languages Affairs
400 Maryland Avenue, SW
Reporter's Building, Room 421
Washington, D.C. 20202

By:

The National Clearinghouse for Bilingual Education
InterAmerica Research Associates, Inc.
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209

and the

Information and Technical Assistance Needs of Pacific Island Language Groups in Bilingual Education Panel

Performed under:
Contract No. 400-80-0400

August 1983

TABLE OF CONTENTS

I. Introduction..... 1

II. Needs and Recommendations..... 5

A. Coordination Needs..... 6
B. Training Needs..... 14
C. Curriculum and Materials Needs..... 19
D. Research and Other Support Needs..... 25
E. Technical Assistance Needs..... 30

III. Recommendations to NCBE..... 34

IV. Recommendations to OBEMLA..... 37

Appendix A - List of Panel Members..... 46
Appendix B - Panel Meeting Agenda..... 49
Appendix C - OBEMLA Work Scope Change Order
Scope of Work..... 52

INTRODUCTION

This report was prepared by the National Clearinghouse for Bilingual Education (NCBE) in accordance with a workscope change order issued by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education. The objective of this project was to explore the specific needs of the Pacific Islands language groups in Title VII bilingual education programs and to develop a plan to increase the capacity of NCBE to serve the information and technical assistance needs of these groups.

Since the beginning of the bilingual education program, Title VII has funded projects serving Pacific Island language groups. However, projects have experienced a variety of problems, among which are those related to the lack of instructional materials, in some cases the lack of basic linguistic descriptions and established writing systems for the languages, the lack of certified teachers with skills in the languages, and the sheer distance of projects from sources of information and assistance. The tasks delineated in this project focused on the identification of the particular needs of the Pacific Island bilingual education programs as well as the development of recommendations as to how to better address these problems.

The first task in the project was to assemble a panel of experts, consisting of representatives of Pacific Island language groups presently participating in Title VII programs, BESCs serving them, institutions of higher education providing training and other services

to Pacific Islanders, and other individuals knowledgeable about bilingual education needs and the information and technical assistance needs of Pacific Islanders. Seventeen panel members representing different language groups and islands from the Pacific area were chosen to participate in the Information and Technical Assistance Needs of Pacific Island Bilingual Education Programs project (see Appendix A for a list of panel members). The panel included parents, teachers, teacher trainers, consultants, and administrators who have worked or are currently working with Title VII Pacific Island programs.

The seventeen member panel convened for a two-day work session in Agana, Guam on March 3-4, 1983 (see Appendix B for a copy of the agenda). The panel was given the tasks of:

1. Determining the specific bilingual education needs of Pacific Island language groups.

2. Determining the information and technical assistance needs of these groups.

3. Identifying available resources for meeting the bilingual education needs of these groups.

4. Identifying areas in which NCBE could increase its capacity to serve the information and technical assistance needs of these language groups.

5. Making recommendations to OBEMLA on other operational changes that could be made in OBEMLA programs to meet the information, technical, and other support needs of these groups.

One member of the panel was chosen to be chairperson of the two-day panel meeting. The meeting was conducted by the chairperson and the panel members, with NCBE representatives acting as facilitators. The NCBE scope of work was outlined for the panel by an NCBE representative at the beginning of the meeting. Following a discussion of the objectives and procedures for the meeting, the panel divided into three small groups to discuss the needs of Pacific Island bilingual education programs as they related to five major topic areas: 1) Coordination Needs, 2) Training Needs, 3) Curriculum and Materials Needs, 4) Research and Other Support Needs, and 5) Technical Assistance Needs. During the small group discussions of each major topics area, panel members delineated specific needs they had experienced and/or observed in their programs or areas as well as needs common to Pacific Island groups within that topic area. Recommendations to NCBE and OBEMLA were suggested and discussed in conjuction with each need as it was mentioned. After the small group work sessions, the entire panel reassembled to present and discuss together the needs and recommendations identified by each group. After discussion, comments, and clarification of the needs and recommendations of each groups, the panel as a whole voted to adopt the cumulative recommendations of each small group to be the final recommendations of the panel to be presented in this report.

Draft copies of the complete report were distributed to the panel members for review. The final version of the report was disseminated to all panel members and submitted to OBEMLA during

August 1983. Copies of this report will be available upon request from NCBE.

NEEDS AND RECOMMENDATIONS

The specific needs and recommendations which emanated from the Information and Technical Assistance Needs of Pacific Island Language Groups in Bilingual Education panel meeting are formulated in this section. Each of the needs and the recommendations to the National Clearinghouse for Bilingual Education and the Office of Bilingual Education and Minority Languages Affairs have been categorized into five major areas and will be addressed in the following order: Coordination Needs, Training Needs, Curriculum and Materials Needs, Research and Other Support Needs, and Technical Assistance Needs.

COORDINATION NEEDS

NEED: All training efforts in the region should be:

a. Integrated with Title VII support services to insure maximum benefits to individual participants in training.

b. Colloborative teacher training efforts.

General recommendations:

- Bi-annual reviews of all training efforts in bilingual education should be conducted by Title VII State Education Agency (SEA) Coordinators and Title VII Multifunctional Centers (MFCs) on a region-wide basis in the Pacific area.

- Coordinate training efforts through colloborative planning, cost sharing and maximizing opportunities for greatest impact.

Recommendations to NCBE:

- To have all bi-annual reviews analyzed and make recommendations and disseminate information to all Title VII SEA and Location Education Agency (LFA) Coordinators in the Pacific area.

- That NCBE list and describe all teacher training efforts from various sources in the Pacific.

Recommendations to OBEMLA:

- Fund these training efforts through Multifunctional Centers and other support services.

- That OBEMLA require Title VII projects to coordinate with other teacher training efforts and initiate written agreements which give programmatic and contract approval for colloborative cost sharing.

- That OBEMLA develop a Memorandum of Understanding at the federal level (Department of Education) to decentralize and modify federal regulations for teacher training and other bilingual education special activities.

NEED: Systematic research in the Pacific on bilingual education issues.

General Recommendations:

- Coordinate development of a Pacific Research Agenda, identification of alternative sources of funding and plans for implementation of research.

Recommendations to NCBE:

- That NCBE review the Pacific Research Proposal developed in July 1982, (submitted to OBEMLA) and proceed to implement tasks which pertain to their authorized activities, including the development of a Pacific Research Agenda.

Recommendations to OBEMLA:

- That OBEMLA support the Pacific Research Proposal developed and submitted in July 1982 through supplemental funding to existing projects for unexpended discretionary monies available.

NEED: Dissemination of successful programs and practices in bilingual education and ESL in the Pacific (to include South Pacific).

General Recommendations:

- Organize a data base and dissemination capacity in new MFCs.

Recommendations to NCBE:

- Provide MFCs technical assistance in data base organization.

NEED: Computerized telecommunications systems for information flow, management of operations and coordination activities.

General Recommendations:

- Coordinate various efforts into development of communication system that is cost effective and responsive to bilingual education needs.

Recommendations to NCBE:

- That NCBE establish a field office in the Pacific with technology compatible with present and future satellite communications networks.

Recommendations to OBEMLA:

- That OBEMLA provide special funding to assist in setting up a communications system for the Pacific.

NEED: Communication among island agencies.

General Recommendations:

- o Set up monthly satellite conferences.

Recommendations to NCBE:

- o Provide technical assistance in telecommunication.

Recommendations to OBEMLA:

- o Be aware of and utilize Secretary Bell's report on Pacific telecommunication.

NEED: Individual variation in dissemination activities.

General Recommendations:

- o Coordinate individual variation based upon local needs and conditions.

Recommendations to NCBE:

- o That NCBE strengthen dissemination capabilities in the Pacific through recognition of particular conditions of projects in the Pacific.

Recommendations to OBEMLA:

- o That OBEMLA allow projects serving outlying island areas to provide extra budget for communication and dissemination costs.

NEED: To keep high-ranking government officials and Department of Education administrators informed of existing Title VII Pacific Island programs, and their accomplishments, issues in bilingual-bicultural and language education, and current research findings.

General Recommendations:

- o Every three years, sponsor a Bilingual-Bicultural and Language Education Conference (aimed at government officials and Department of Education administrators) on programs, bilingual-bicultural and language issues, and current bilingual-bicultural related research findings.

Recommendations to NCBE:

- Keep LEA projects informed and assist LEA projects in finding best way to implement conference. Disseminate current research information on bilingual-bicultural and language education issues to Title VII projects.

Recommendations to OBEMLA:

- Approve funding request by Title VII applicants for conference attendance.

NEED: Recognition of political status in the Pacific.

General Recommendations:

- NCBE/OBEMLA staff should be in-serviced.

Recommendations to NCBE:

- Identify staff person to function as Pacific Island liaison.

Recommendations to OBEMLA:

- Support staff person to function as Pacific Island liaison.

NEED: To keep all agencies aware of all training that occurs in the region to facilitate use of consultants and cut costs.

General Recommendations:

- Centralize information on training in the new MFCs, which will disseminate information.

Recommendations to NCBE:

- Assist new MFCs in disseminating information.

Recommendations to OBEMLA:

- Include dissemination of information on training as a function of Pacific MFCs.

NEED: Information on consultants for quality control.

General Recommendations:

- Organize a data base on consultants that outline strengths and Pacific experience.

Recommendations to NCBE:

- Assist new MFCs in this task.

NEED: To coordinate with NCBE and participate in NCBE services.

General Recommendations:

- To establish a field office in the Pacific to serve the Pacific.

Recommendations to NCBE:

- To fund the office with a minimum staff of one full-time person.

Recommendations to OBEMLA:

- To support the National Clearinghouse for Bilingual Education's request.

NEED: To provide for the preparation and dissemination of a set of materials on bilingual education in the Pacific (island-specific).

General Recommendations:

- To provide coordination in organizing the collection of materials (could be related to a research institute over the summer on Pacific Bilingual Education Programs).

Recommendations to NCBE:

- To fund an NCBE staff member to search out and provide a format for materials collection; to fund the printing.

NEED: Information dissemination on educational topics related to bilingual settings in the Pacific.

General Recommendations:

- To provide funds to Pacific IHE's for the printing of student/faculty papers.

Recommendations to NCBE:

- To provide assistance in collection.

Recommendations to OBEMLA:

- To fund printing.

NEED: To develop a uniform system of data collection for the Pacific.

General Recommendations:

- o To redirect reporting requirements in OBEMLA to reflect Pacific realities and systems of education.

Recommendations to OBEMLA:

- o Examine and alter data collection instruments and inservice OBEMLA staff on the Pacific Island area.

NEED: Clarify linkages with U.S. Department of Education and between Pacific education agencies with all programs and Asian/Pacific American Concerns Staff.

General Recommendations:

- o Establish lines of communication that are clear and precise between educational agencies.

Recommendations to NCBE:

- o Publish relevant information and disseminate to Pacific Project Directors.

Recommendations to OBEMLA:

- o To explore within the U.S. Department of Education all linkages with Pacific education agencies and Washington, D.C.

NEED: Greater understanding of bilingual education in the Pacific by Pacific Islanders and non-Pacific bilingual education personnel.

General Recommendations:

- o Coordinate development of descriptive and historical documents and information on bilingual education in the Pacific.

Recommendations to NCBE:

- o Develop a special publication describing all of the Title VII and bilingual education projects funded in the Pacific.

Recommendations to OBEMLA:

- o That OBEMLA provide NCBE with documents on all Pacific bilingual education projects, which after cataloging by NCBE, be deposited in a Pacific IHE library (Pacific collection at University of Hawaii or MARC at University of Guam).

NEED: For bureaucrats to understand the unique conditions in Pacific bilingual education project environments.

General Recommendations:

- o Bilingual education staff and personnel assigned to Pacific projects at NCBE, OBEMLA, including review panel readers, be required to read specific reports about bilingual education in the Pacific prior to carrying out their duties.

Recommendations to NCBE:

- o Collect, identify and provide the reports which inform personnel on the Pacific region.

Recommendations to OBEMLA:

- o Assign staff and consultants to do this required reading and apply information in their decision making.

NEED: Prioritize needs so that locally identified needs be respected and ranked.

General Recommendations:

- o Develop a hierarchy of needs which places local needs at the top and reconciles conflicting or competing needs.

Recommendations to NCBE:

- o Provide information which clarifies appropriate approaches to conducting needs assessment that focus attention on local projects.

Recommendations to OBEMLA:

- o That OBEMLA establish paramount priority of locally identified needs in improving success of the operation of support services.

NEED: There is a need to establish a Clearinghouse in the Pacific region with the dissemination capabilities (on program information, materials, research, consultants, and resources) available in the area of bilingual-bicultural education.

General Recommendations:

- o NCBE will assist in the establishment of a Microcomputer Communication System (MCCS) in each island entity to facilitate access to the BETNET telecommunications network.

Recommendations to NCBE:

- o NCBE will provide training on the use of MCCS to all island entities.

Recommendations to OBEMLA:

- o Top priority for funding the MCCS.

TRAINING NEEDS

NEED: A plan for quality control of personnel in bilingual education.

General Recommendations:

- Develop minimum competencies needed for bilingual education teachers in the Pacific area.

Recommendations to NCBE:

- That NCBE search for and identify teacher competencies in the area of language proficiency, pedagogy and culture.

Recommendations to OBEMLA:

- That OBEMLA encourage the identification of potential trainers indigenous to the service population or specially qualified to achieve high level competencies in teacher training.
- That field oriented training and field work experience be required of training projects.

NEED: Parent and community individuals need to know and understand their rights, roles, responsibilities, in the education of their children, and how to communicate with teachers and admininstrators.

General Recommendations:

- Increase the role of parents in training in bilingual education.
- Conduct short-term workshops in these areas throughout the year in each island area.
- Implement a one week Parent Institute for at least four parents per island each year.

Recommendations to NCBE:

- That NCBE compile an annotation of parent training projects, with vignettes of exemplary approaches.
- Disseminate information on parent/community training programs in other areas.

Recommendations to OBEMLA:

- o That OBEMLA require parent training and authorized expenses that facilitate parent participation (per diem, transportation, reimbursed release time, child care services).
- o Fund Parent Institute.
- o Require MFC to conduct a parental/community needs assessment and work with Title VII managers to set up and implement the Parent Institute.

NEED: Training of Title VII Program managers, teachers, aides, principals, parents and community, clerks and secretaries, community development program aides, curriculum personnel.

General Recommendations:

- o Provide program managers with training in proposal writing, program evaluation, effective program management, evaluation of student progress and language assessment.
- o That principals be given training in bilingual education.
- o Conduct workshop on bilingual-bicultural education philosophy for principals.
- o Offer teacher training activities in ethnic language grammar, syntax, etc., including:
  - bilingual-bicultural methods
  - first language methods
  - ESL methods
  - classroom management
  - methods of teaching culture
  - public relations class on how to get along with parents and other community individuals.
  - current issues in bilingual-bicultural ESL education.
- o Provide systematic training in curriculum development that facilitiates locally developed materials from the local environment through oral history, legends, life histories, and traditional stories.
- o In the Pacific Basin Region, establish a resource pool of reporters for public relations purposes and to provide current information. Set up two "Writers Workshops" during project years.
- o Orientation seminars for new project directors in the Pacific. Set up orientation seminars at the beginning of the project year at one other at the end of the project year.

Recommendations to NCBE:

- Provide information on test implementation done by others and disseminate information. Provide information on different ways/methods of conducting evaluation.
- Provide an annotated search of materials on training of principals.
- Disseminate NCBE newsletter to principals.
- Disseminate to Title VII managers bilingual/bicultural/ESL certification requirements from other areas/districts.
- Provide technical assistance.
- Provide information in training seminars.

Recommendations to OBEMLA:

- Designate MFCs to conduct intensive training in these areas for all project managers.
- Emphasize training for pricipals in all phases of projects.
- That MFCs assist project managers in conducting workshops.
- Designate MFCs and Title VII-funded training programs to assist LEAs in developing teacher certification requirements and to offer courses/workshops in each of the identified areas.
- Fund travel expenses for at least one teacher per project per year to attend the Pacific Island Bilingual Bicultural Assocation (PIBBA) Conference or the National Association for Bilingual Education (NABE) Conference to share successful teaching strategy.
- That OBEMLA specifically encourage the development of bilingual literature from oral traditions.
- That the Pacific Island MFCs perform activities mentioned in General Recommendations.

NEED: For managers with experience and for upgrading the skills of management personnel in bilingual education for the Pacific.

General recommendations:

- Support an exchange program matching personnel's level of skills, needs, etc.

Recommendations to NCBE:

- o Provide information to programs.

Recommendations to OBEMLA:

- o This should be a function of Pacific MFCs.

NEED: On-the-job training in organizational and managerial skills development.

General Recommendations:

- o To provide funds for two interns for the purpose of gaining experience in project management and to serve as resouces for the agency.

Recommendations to NCBE:

- o Provide information to potential hosting agencies.

Recommendations to OBEMLA:

- o Support activity within Pacific MFCs.

NEED: To increase state level expertise in bilingual education (new states are being created in Micronesian entities, without training help and start-up technical assistance; also some entities are both SEAs and LEAs).

General Recommendations:

- o Require staff development and training for SEA personnel who work in bilingual education or supervise bilingual education including Board of Education members and Department of Education staff.

Recommendations to NCBE:

- o Collect documents that describe state level training in other places and provide Pacific entities with such information.

Recommendations to OBEMLA:

- o Provide resources for State level training for Board of Education members and policy makers.

NEED: For training of trainers:

- in developing policies that effect education in the Pacific.
- in organizing parent/community support

- in course development
- in evaluation and assessment of programs
- in grants writing.

General recommendations:

o Work on establishing:

- seminars
- workshop sessions
- college/university courses.

Recommendations to NCBE:

o Identify resources addressing these areas.

Recommendations to OBEMLA:

o Include these activities as functions of Pacific MFCs.

CURRICULUM AND MATERIALS DEVELOPMENT NEEDS

NEED:

a. Overall need for capacity building and process support for curriculum materials development to support bilingual education efforts.

b. To explore cost effective strategies for reducing printing costs for small language groups.

c. Local government printing operations need maintenance and training of personnel.

General recommendations:

a. Document through a comprehensive needs assessment the areas critical to enabling local districts to control the creation and production of curriculum materials.

b. Print materals inexpensively with quality and speed.

c. Provide training in silk screening process.

Recommendations to NCBE:

a. Describe materials development efforts through a special report, documenting unique needs yet unmet in the Pacific region.

b. Document special logistical problems in the production of curriculum materials in the Pacific, such as:

1. Shipping problems for items (25% freight)
2. Time delays in deliveries
3. Weather conditions and deterioration of materials
4. Lack of equipment
5. Purchasing difficulties
6. Particular history of very little written tradition and written literature. Grammars, orthographies and dictionaries and recent curriculum guides are needed.

Recommendations to OBEMLA:

a. Create a special contract Request for Proposals (RFP) to provide for capacity building tasks in producing curriculum materials for the Pacific.

b. Support the training of teams of curriculum development specialists for each entity in the Pacific.

c. Support the development of a low cost, high quality process for printing of materials for low volume dissemination among Pacific language groups.

d. Augment the Basic Grant funding of Pacific projects to make local curriculum materials developent a reality.

e. Provide funding and recognize unique Pacific needs in this regard.

NEED: For development of non-print materials (audio-visuals) for the Pacific Island language groups.

General recommendations:

- Provide training to project personnel (MFCs, IHEs).

Recommendations to NCBE:

- Provide technical assistance and information in this area.

NEED: For techniques for adapting existing materials by curriculum writers to be suitable for Pacific Island language groups.

General Recommendations:

- Provide technical assistance for curriculum writers.

NEED: For adaptation of basic texts in English to meet the needs of limited English proficient students.

General recommendations:

- Coordinate comprehensibility factor in use of non-bilingual education materials.

NEED: For information and dissemination of curriculum materials (particularly video-tapes) in ESL from Pacific programs.

Recommendations to NCBE:

- Disseminate such information.

NEED: Existing education activities in other areas of the Pacific (outside the U.S.) face similar problems and have developed viable strategies; access by U.S. Pacific territories is limited by federal regulations.

General Recommendations:

- OBEMLA staff needs to be aware of the needs of the Pacific region.

Recommendations to NCBE:

- o Search into information from Fiji, Tonga, Western Samoa, New Zealand, and University of South Pacific on Pacific Islanders education for inclusion in data base.

Recommendations to OBEMLA:

- o Need exemption from regulations to purchase and have access to materials and information from South Pacific.

NEED: Curriculum guides are not organized well and not used appropriately in the classroom.

General Recommendations:

- o Produce new and revise existing curriculum guides utilizing classroom teacher experience, summer institutes, or special training for writers.

Recommendations to NCBE:

- o Provide current information on curriculum development models.

NEED: To establish minimum competency/skill acquisition levels by grade in an articulated framework and receive assistance in designing testing/assessment instruments for skill levels.

General recommendations:

- o Develop technical assistance plan to meet the need utilizing MFC resources, NCBE, and IHE resources in the area.

Recommendations to NCBE:

- o Provide current and updated information on minimum competency testing and evaluation.

NEED:

a. There is a need to develop instructional materials that are more responsive to the needs of Pacific Island children.

b. Eliminate stereotypes of Pacific Islanders in mainland materials.

c. Commonly used textbooks in Micronesian schools are not relevant or easily used in the classroom.

d. Need for culturally and linguistically relevant curriculum materials.

General recommendations:

a. Train graphic artists.

b. Train curriculum writers.

c. Collect Pacific Island materials to be included in data base.

d. Develop instructional materials.

e. Bilingual education/LEA staff should establish criteria for textbook selection in consultation with each other in order to get the maximum out of textbook companies and also gather information from classrooms in Pacific as to how teachers function successfully with texts written in English.

f. More parent input on the development of instructional materials.

g. Provide for the capability to acheive compatability between curriculum in bilingual education and surrounding community cultural patterns.

Recommendations to NCBE:

a. Disseminate information to MFCs related to training of graphic artists.

b. Provide information on curriculum development to Project Managers.

c. Assist projects in training curriculum personnel to use computers in developing materials.

d. Provide a listing of all materials developed by and about the Pacific Islanders.

e. NCBE staff liaison with Pacific should advise others in Network about efforts being made in Pacific.

f. Search out information on how texts in English are used in various parts of the world when the language of instruction is not English.

g. Conduct a search of existing materials which are culturally relevant, highlighting exemplary efforts with smaller language groups.

Recommendations to OBEMLA:

a. Be responsible, via MFCs, for developing an intensive training plan for graphic artists in photography, graphics, illustrations, lay-out, development of audio-visual materials, etc.

b. Provide funds to MFCs to:

1. Train curriculum writers in curriculum development skills.

2. Assist projects in establishing an articulated curriculum guide in grades K-12 in language arts, social studies, science, and math in English and the native language.

3. Based on an established articulated curriculum guide, the MFCs should provide consultants to work with curriculum writers/specialists to develop:

- bilingual materials (language arts, social studies, science, math) in all grade levels in textbook form.

- ESL and native language materials (grammar, syntax, reading, and writing) in all grade levels K-12 in textbook form.

- A collection of stories written in a variety of literary styles (humor, satire, prose, poetry, etc.) that depict the individual culture groups.

  a. For each island entity written in that culture's language

  b. Written in English about Pacific Island stories for use in grades 8 and up.

  Curriculum writers/specialists will work with teachers and obtain activities that can be incorporated in the material.

  c. Require Title VII projects to include at least 2 parent representatives in the development of the articulated curriculum.

- In each curriculum development activity/work, involve at least 2 parents to participate in the training so that they are kept abreast of curriculum development issues.

c. Support training, technical assistance, and materials development efforts which research the cultural environments, reconcile the learning strategies of the schools with the ways of the home and community and develop the technical means for utilizing community and cultural resources in a systematic and creative way.

d. That bilingual education programs specifically link with local historic preservation efforts to integrate cultural materials into the curriculum, including information on laws, sites, cultural intangibles, and cultural conservation issues.

e. Support multifunctional center efforts to use microcomputer technology to collect oral traditions useful in teaching communication skills, social skills, and enumeration skills. Insure the technical means for locally controlled creation of materials.

RESEARCH AND OTHER SUPPORT SERVICES

NEED: For comprehensive and systematic research on bilingual-bicultural education in the Pacific.

General recommendations:

- Increase the level of effort put into research on bilingual-bicultural education in the Pacific.

Recommendations to NCBE:

- That NCBE review the Pacific Research Agenda Concept Paper developed in July 1982, submitted to OBEMLA, and proceed to implement tasks which pertain to their authorized activities including recommendations for the development of a Pacific Research Agenda.

Recommendations to OBEMLA:

- That OBEMLA mandate that approprate Title VII-funded fellowship programs be required to set aside a limited number of fellowships for Pacific Islanders specifically to develop research capacity of the Pacific.

- That Masters level training should be supported for Pacific Islanders in major areas specified in this report, i.e., training, coordination, and materials development.

- That training programs at the University of Guam, the University of Hawaii, the Cross Cultural Resource Center (CCRC), San Jose State University, and other institutions continue to be supported by Title VII over time to insure at least a minimal talent pool for bilingual-bicultural education efforts.

- That Associate of Arts degree programs be supported through the Northern Marianas Community College, Community College of Micronesia, and community colleges of American Samoa and Hawaii to train bilingual-bicultural education personnel through articulated career ladder plans.

- Encourage the National Institute of Education to seriously support developing capacity for research in the Pacific Islands.

NEED: Address the specific needs identified through the needs assessment survey on research from the July 1982 Pacific Island meeting in Honolulu, Hawaii.

General recommendations:

- Incorporate by reference all of the needs in the July report including the following areas:

  - language assessment and language census
  - language acquisition
  - cognitive development
  - impact evaluation
  - process evaluation
  - teacher training results
  - Social/cultural/linguistic factors
  - educational systems questions
  - language policy
  - historical and anthropological issues

  Add:
  - Educational effects of migration among islands
  - Computer technology/mass media as they affect Micronesian language patterns

- Secure technical assistance on language data collection

- Develop equitable language policies and educational practices which meet the needs of the migrant children and local political considerations and desires.

- All research to be conducted must have local interns or counterparts to work with the principal investigator(s).

Recommendations to NCBE:

- That NCBE initiate negotiations with NIE, OBEMLA, and the National Center for Bilingual Research to obtain support for Pacific research to be coordinated through the Pacific bilingual-bicultural education network and multifunctional centers.

- Provide information on data collection processes, categories used, and methods utilized in data collection.

- Provide information on language policy and educational implications with reference to multilingual populations.

- Assist in identifying funding sources.

Recommendations to OBEMLA:

- That OBEMLA require the MFCs to take the lead in coordinating the conceptualization and operationalization of research in the Pacific. The MFCs should form a "consortium for research" which would be representative of the Pacific entities and have regular meetings to pursue the Pacific research agenda.

- That OBEMLA initiate additions to the Part C Research Agenda to provide for Pacific research activities.

- That OBEMLA support in cooperation with NIE, NCBE, and Pacific entities a major conference to explore alternative sources of funding for bilingual-bicultural education research specifically focused upon participation by foundations and business organizations.

- That OBEMLA authorize the MFCs to provide technical assistance and training on language policy, including clarification of policy and implementation strategies. This technical assistance and training should be oriented toward policy-making audiences and the need for language policy.

- That research be conducted to explore the concept of institutionalization of bilingual education in a Pacific context which in many cases implies continued Federal support and emphasis on acceptance, integration, and diffusion of innovations from bilingual-bicultural education sites to other sites within the school system. This research should explicitly describe the varying structure and tax bases within the Pacific.

- That OBEMLA take the lead in initiating the process to develop a Pacific Research Agency by funding projects proposed in the July 1982 Pacific Research Agenda Concept Paper or by identifying and committing other agencies, programs, or foundations to fund the projects.

NEED: Dissemination of theses, working papers, and research collected, filed, or stored in Pacific institutions to practitioners in the field.

General Recommendations:

- Actively search out, collect, combine and disseminate all dissertations, working papers, theses, and research on the Pacific Islands.

- That Pacific MFCs set up a network for disseminating to district centers information currently in the Micronesian Area Research Center at the University of Guam and at the Pacific Collection, Hamilton Library, University of Hawaii.

Recommendations to NCBE:

- Use data base to prepare extensive bibliography, to tie in research in academic disciplines (i.e., anthropology, history, etc.) with education.

Recommendations to OBEMLA:

- Authorize the Pacific MFCs to fund IHEs for their dissemination efforts. Require MFCs to establish a mailing list.

NEED: Survey of Micronesian educational philosophy.

General recommendations:

- Survey each SEA regarding their educational philosophy.

Recommendations to NCBE:

- Collect and disseminate educational philosophies of Micronesian SEAs.

Recommendations to OBEMLA:

- Require the MFCs to analyze information and disseminate report to all Pacific managers and SEA directors.

NEED: For capacity building.

General Recommendations:

- Institutionalization of bilingual-bicultural education by the local governments.

Recommendations to NCBE:

- Collect and disseminate information on different ways to build capcity as experienced by other projects.

Recommendations to OBEMLA:

- Require all Title VII projects to include capacity building plans prior to funding with commitment from the local educational agency.

NEED: Development and implementation of a language policy that will maintain the indigenous language of each island entity or group.

General recommendations:

- Establish legislation insuring the maintenance of the indigenous language.

- Establish a language commission for each Pacific island nation.

Recommendations to NCBE:

- Disseminate information on language policy legislation from other areas including Pacific regions.

Recommendations to OBEMLA:

- Support and fund maintenance bilingual-bicultural education programs in the Pacific region.

NEED: Development and realization of degree programs in bilingual-bicultural education.

General recommendations:

- Include Pacific language groups in Title VII Dean and Fellowship grants.

Recommendations to NCBE:

- Disseminate any related information and names of recipients of Dean and Fellowship grants to Pacific Islands Title VII managers.

Recommendations to OBEMLA:

- Fund at least two (2) IHEs to meet the needs of Pacific Islands through the Dean and Fellowship grants programs.

- Assist IHEs to establish bilingual-bicultural education degree programs and resources in keeping with accreditation standards.

TECHNICAL ASSISTANCE NEEDS

NEED: There is a need for technical assistance in:

- use of computer technology
- evaluation of students and program progress
- writing reports
- materials reproduction
- Office of Civil Rights (OCR) guidelines/interpretation

General recommendations:

- o That NCBE and the MFCs provide technical assistance using consultants/personnel who are knowledgable of Pacific Island language groups.

Recommendations to NBCE:

- o That NCBE provide technical assistance in setting up the computer communication system, disseminate information on program evaluation designs and assessment instruments and OCR guidelines.

Recommendations to OBEMLA:

- o The MFCs be funded to provide technical assistance to projects in proposal writing, materials production, and interpretation of OCR guidelines.

NEED: Identify and select experienced and specially trained resource personnel.

General recommendations:

- o Develop consultant banks, inventory lists, and other mechanisms for identifying resources.

Recommendations to NCBE:

- o Identify personnel for talent pool, also organizations and resource agencies available to help with bilingual education programs in a Pacific setting and disseminate this information to all Pacific projects.

Recommendations to OBEMLA:

- o Encourage the exchange of personnel between universities, projects, and agencies.

- o Require the MFCs to compile and disseminate directory to all Project managers. The MFC will also be responsible for updating the inventory of resources.

NEED: There is a need to develop positive public relations between bilingual-bicultural educators and the community.

General recommendations:

- That each LEA hire a community liaison coordinator.

Recommendations to NCBE:

- Disseminate information to project managers and community liaison coordinators (CLC) on community involvement in other projects that has proven successful.

Recommendations to OBEMLA:

- That the MFCs train CLCs and review their functions and activities annually.

NEED: Communication problems between district center and outer islands need innovative strategies to resolve them.

General recommendations:

- Educational funds be set aside to establish an operable system of communication which has print and audio-visual capacities.

Recommendations to NCBE:

- Provide information on telecommunications network.

Recommendations to OBEMLA:

- Support the move to get U.S. Department of Education to clear the way for establishing a telecommunication network in the Pacific.

NEED: For systematic evaluation and assessment of bilingual education.

General recommendations:

- Support local development of evaluation and assessment including development of local instruments and comparative academic tests, self concept and cultural identity measures.

Recommendations to NCBE:

- Collect and provide examples of self concept and cultural identity measures available to Pacific bilingual education programs.

Recommendations to OBEMLA:

- o Initiate a contract or large project effort of provide conceptual, methodological, and operational guidance on evaluation and assessment.

NEED: For capacity building in program planning and development, including proposal writing, management, and reporting procedures.

General recommendations:

- o Increase level of effort to provide technical assistance and training on management in bilingual education.

Recommendations to NCBE:

- o Collect and provide materials and training on management in bilingual education.

Recommendations to OBEMLA:

- o Continue to be supportive of technical assistance and training through MFCs on program planning, management, proposal writing, negotiations, reporting.

NEED: Maximum utilization of Micronesians in providing technical assistance course work.

General Recommendations:

- o All training/technical assistance should build in a component for developing local capacity to train others.

Recommendations to OBEMLA:

- o Support effort.

NEED: Cooperation between compliance efforts and bilingual education efforts.

General Recommendations:

- o Encourage collaboration between agencies, organizations, and projects.

Recommendations to OBEMLA:

- o Authorize bilingual education projects to cooperate with OCR and Title VII projects through development of cooperative agreements.

NEED: Course design at IHEs for bilingual education.

General Recommendations:

- o Pacific MFCs should provide technical assistance in developing courses at IHE level.

Recommendations to NCBE:

- o Provide updated information on degree programs in bilingual education to Pacific universities and colleges.

NEED: Teacher certification for bilingual education in the Pacific.

Recommendations to NCBE:

- o Provide updated information on certification requirements/process in bilingual education.

NEED: Other

General Recommendations:

- o That there be flexibility to respond to changing or yet unidentified emergency needs of projects.

Recommendations to NCBE:

- o Send representatives and provide a display at the PIBBA Conference.

Recommendations to OBEMLA:

- o That contracts for support services include the task of responding to other support services that emerge during the award period.

RECOMMENDATIONS TO NCBE TO INCREASE ITS CAPACITY TO SERVE PACIFIC ISLAND LANGUAGE GROUPS IN BILINGUAL EDUCATION

This section is comprised of the Pacific Island panel recommendations to NCBE which have been extracted from Section II, "Needs and Recommendations," of this report, and have been categorized into major scope areas for NCBE. The recommendations have been categorized into the following scope areas: Data Collection, Information Dissemination, Coordination, Product Development, and Technical Assistance, and will be addressed in that order.

I. DATA COLLECTION

A. List and describe all teacher training efforts from various sources in the Pacific.

B. Provide assistance in the collection and dissemination of information on educational topics related to bilingual settings in the Pacific.

C. Collect, identify and provide reports which inform personnel at various agencies about the unique conditions in Pacific bilingual education project environments.

D. Search for and identify teacher competencies in the areas of language proficiency, pedagogy, and culture.

E. Collect documents that describe state level training in bilingual education in other places and provide Pacific entities with such information.

F. Identify resources for use in training of teacher trainers in the Pacific area.

G. Search into information from Fiji, Tonga, Western Samoa, New Zealand, and University of South Pacific on Pacific Islanders education for inclusion in the data base.

H. Search out information on how texts in English are used in various parts of the world where the language of instruction is not English.

I. Conduct a search of existing materials which are culturally relevant, highlighting exemplary efforts with smaller language groups.

K. Provide information on data collection processes, categories used, and methods utilized in data collection.

L. Assist in identifying funding sources.

M. Use data base to prepare extensive bibliography, to tie in research in academic disciplines (i.e., anthropology, history, etc.) with education.

N. Collect and disseminate educational philosophies of Micronesian SEAs.

O. Collect and disseminate information on different ways to build capacity as experienced by other projects.

P. Identify personnel for talent pool, also organizations and resource agencies available to help with bilingual education programs in a Pacific setting and disseminate this information to all Pacific projects.

Q. Collect and provide examples of self concept and cultural identity measures available to Pacific bilingual education programs.

R. Collect and provide materials and training on management in bilingual education.

II. INFORMATION DISSEMINATION

A. Have all bi-annual reviews of training efforts in the Pacific analyzed and make recommendations and disseminate information to all Title VII SEA and Local Education Agency (LEA) coordinators in the Pacific area.

B. Strengthen dissemination capabilities in the Pacific through recognition of particular conditions of projects in the Pacific.

C. Keep LEA projects informed and assist LEA projects in finding best way to implement a conference on Pacific Island bilingual education. Disseminate current research information on bilingual-bicultural and language education issues to Title VII projects.

D. Assist new MFCs in disseminating information on training taking place in Pacific area.

E. Publish relevant information on agencies providing assistance to Pacific Island education programs and disseminate to Pacific project directors.

F. Provide information which clarifies appropriate approaches to conducting needs assessment that focus attention to local projects.

G. Disseminate information on successful parent/community training programs in other areas of the country.

H. Provide information on test implementation done by others and disseminate information. Provide information on different ways/methods of conducting evaluations of programs.

I. Provide an annotated search of materials on training of principals.

J. Disseminate NCBE newsletter to principals.

K. Disseminate to Title VII managers bilingual/bicultural/ESL certification requirements from other areas/districts.

L. Provide information on topics of interest in training seminars.

M. Provide information to programs on the upgrading of skills for management personnel in bilingual education in the Pacific.

N. Provide information to potential hosting agencies concerning a program which would support two interns who would receive on-the-job training in project management.

O. Document special logistical problems in the production of curriculum materials in the Pacific, such as:

1. Shipping problems for items (25% freight)
2. Time delays in deliveries
3. Weather conditions and deterioration of materials
4. Lack of equipment
5. Purchasing difficulties
6. Particular history of very little written tradition and written literature. Grammars, orthographies and dictionaries and recent curriculum guides are needed.

P. Disseminate information on ESL curriculum materials to Pacific programs.

Q. Provide current information on curriculum development models to classroom projects.

R. Provide current and updated information on minimum competency testing and evaluation.

S. Disseminate information to MFCs related to training of graphic artists for instructional materials development.

T. Provide information on curriculum development to Project Managers.

U. Provide a listing of all materials developed by and about the Pacific Islanders.

V. Provide information on language policy and education implications with reference to multilingual populations.

W. Disseminate information on language policy legislation from other areas including Pacific regions.

X. Disseminate information on and names of recipients of Dean and Fellowship grants to Pacific Islands Title VII managers.

Y. Disseminate information to project managers and community liaison coordinators (CLC) on community involvement in other projects that has proven successful.

Z. Provide information on telecommunications network.

AA. Provide updated information on degree programs in bilingual education to Pacific universities and colleges.

BB. Provide updated information on certification requirements/process in bilingual education.

III. COORDINATION

A. Review the Pacific Research Proposal developed in July 1982, (submitted to OBEMLA) and proceed to implement tasks which pertain to their authorized activities, including the development of a Pacific Research Agenda.

B. Establish a field office in the Pacific with technology compatible with present and future satellite communications networks.

C. Identify staff person to function as Pacific Island liaison.

D. Establish and fund a field office in the Pacific with a minimum staff of one full-time prson.

E. NCBE staff liaison with Pacific should advise others in Network about efforts being made in Pacific.

F. Review the Pacific Research Agenda Concept Paper developed in July 1982, submitted to OBEMLA, and proceed to implement tasks which pertain to their authorized activities including recommendations for the development of a Pacific Research Agenda.

G. Initiate negotiations with NIE, OBEMLA, and the National Center for Bilingual Research to obtain support for Pacific research to be coordinated through the Pacific bilingual-bicultural education network and multifunctional centers.

H. Send representatives and provide a display at the PIBBA Conference.

IV. PRODUCT DEVELOPMENT

A. Fund an NCBE staff member to search out and provide a format for materials collection; to fund the printing of a set of materials on bilingual education in the Pacific.

B. Develop a special publication describing all of the Title VII and bilingual education projects funded in the Pacific.

C. Compile an annotation of parent training projects, with vignettes of exemplary approaches.

D. Describe materials development efforts through a special report, documenting unique needs yet unmet in the Pacific region.

V. TECHNICAL ASSISTANCE

A. Provide MFCs technical assistance in data base organization.

B. Provide technical assistance in telecommunication to assist in monthly satellite conferences.

C. Assist new MFCs in organizing a data base on consultants in Pacific area.

D. Provide training on the use of Microcomputer Communication System (MCCS) to all island entities.

E. Provide technical assistance in specific areas requested by individual programs in the Pacific.

F. Provide technical assistance and information on the development of non-print materials (audio-visuals) for the Pacific Island language groups.

G. Assist projects in training curriculum personnel to use computer in developing materials.

H. Provide technical assistance in setting up the telecommunication system, disseminate information on program evaluation designs and assessment instruments and OCR guidelines.

RECOMMENDATIONS TO OBEMLA

This section is comprised of the Pacific Island panel recommendations to OBEMLA which have been extracted from Section II, "Needs and Recommendations," of this report, and have been categorized into major topic areas: Funding, Coordination, Support, and Programmatic Changes, and will be addressed in that order.

I. FUNDING

A. Fund increased training efforts in the Pacific area through Multifunctional Centers and other support centers.

B. Provide special funding to assist in setting up a communications system for the Pacific.

C. Allow projects serving outlying areas to provide extra budget for communication and dissemination costs.

D. Approve funding request by Title VII applicants for attendance at a conference to be given every three years on Pacific Island bilingual education.

E. Fund printing of papers on educational topics related to bilingual settings in the Pacific.

F. Give top priority for funding of the Microcomputer Communication system in the Pacific Island area.

G. Require parent training and authorized expenses that facilitate parent participation (per diem, transportation, reimbursed release time, child care services).

H. Fund a Parent Institute.

I. Fund travel expenses for at least one teacher per project per year to attend the Pacific Island Bilingual Bicultural Association (PIBBA) Conference or the National Association for Bilingual Education (NABE) Conference to share successful teaching strategies.

J. Augment the Basic Grant funding of Pacific projects to make local curriculum materials development a reality.

K. Provide funding and recognize unique Pacific needs in this regard.

L. Provide funds to MFCs to:

1. Train curriculum writers in curriculum development skills.

2. Assist projects in establishing an articulated curriculum guide in grades K-12 in language arts, social studies, science, and math in English and the native language.

3. Based on an established articulated curriculum guide, the MFCs should provide consultants to work with curriculum writers/specialists to develop:

- bilingual materials (language arts, social studies, science, math) in all grade levels in textbook form.

- ESL and native language materials (grammar, syntax, reading, and writing) in all grade levels K-12 in textbook form.

- A collection of stories written in a variety of literary styles (humor, satire, prose, poetry, etc.) that depict the individual culture groups.

    a. For each island entity written in that culture's language

    b. Written in English about Pacific Island stories for use in grades 8 and up.

  Curriculum writers/specialists will work with teachers and obtain activities that can be incorporated in the material.

    c. Require Title VII projects to include at least 2 parent representatives in the development of the articulated curriculum.

- In each curriculum development activity/work, involve at least 2 parents to participate in the training so that they are kept abreast of curriculum development issues.

M. Take the lead in initiating the process to develop a Pacific Research Agency by funding projects proposed in the July 1982 Pacific Research Agenda Concept Paper or by identifying and committing other agencies, programs, or foundations to fund the projects.

N. Fund at least two (2) IHEs to meet the needs of Pacific Islands through the Dean and Fellowship grants programs.

O. Fund MFCs to provide technical assistance to projects in proposal writing, materials production, and interpretation of OCR guidelines.

P. Initiate a contract or large project effort to provide conceptual, methodological, and operational guidance on evaluation and assessment.

II. COORDINATION

A. Require Title VII projects to coordinate with other teacher training efforts and initiate written agreements which give programmatic and contract approval for collaborative cost sharing.

B. Support staff person to function as Pacific Island liaison.

C. Include dissemination of information on training as a function of Pacific MFCs.

D. Examine and alter data collection instruments and inservice OBEMLA staff on the Pacific Island area.

E. Explore within the U.S. Department of Education all linkages with Pacific education agencies and Washington, D.C.

F. Provide NCBE with documents on all Pacific bilingual education projects, which after cataloging by NCBE, may be deposited in a Pacific IHE library (Pacific collection at University of Hawaii or MARC at University of Guam).

G. Assign staff and consultants to do required reading on the unique conditions of the Pacific Island environment and apply information in their decision making.

H. Require field-oriented training and field work experience of training projects.

I. Designate MFCs to conduct intensive training in proposal writing, program evaluation, program management, and language assessment for all project managers.

J. Emphasize training for all principals in all phases of projects.

K. Require that MFCs assist project managers in conducting workshops.

L. Designate MFCs and Title VII-funded training programs to assist LEAs in developing teacher certification requirements and to offer courses/workshops in each of the identified areas.

M. Require that the Pacific Island MFCs provide training in a wide variety of areas important to bilingual education.

N. Encourage that Pacific MFCs support an exchange program for management personnel, matching personnel's level of skills, needs, etc.

O. Provide resources in bilingual education for state level training for Board of Education members and policy makers.

P. Include "training of trainer" activities as function of Pacific MFCs.

Q. Support bilingual education programs that specifically link with local historic preservation efforts to integrate cultural materials into the curriculum, including information on laws, sites, cultural intangibles, and cultural conservation issues.

R. Require the MFCs to take the lead in coordinating the conceptualization and operationalization of research in the Pacific. The MFCs should form a "consortium for research" which would be representative of the Pacific entities and have regular meetings to pursue the Pacific research agenda.

S. Authorize the Pacific MFCs to fund IHEs for their dissemination efforts. Require MFCs to establish a mailing list.

T. Require the MFCs to analyze information and disseminate report to all Pacific managers and SEA directors.

U. Require all Title VII projects to include capacity building plans prior to funding with commitment from the local educational agency.

V. Encourage the exchange of personnel between universities, projects, and agencies.

W. Require the MFCs to compile and disseminate a directory of resources for the Pacific Island area to all Pacific project managers. The MFCs will also be responsible for updating the inventory of resources.

X. That the MFCs train community liaison coordinators (CLC) and review their functions and activities annually.

Y. Authorize bilingual education projects to cooperate with OCR and Title VII projects through development of cooperative agreements.

Z. Contracts for support services should include the task of responding to and coordinating with other support services that emerge during the award period.

III. SUPPORT

A. Support the Pacific Researh Proposal developed and submitted in July 1982 through supplemental funding to existing projects for unexpended discretionary monies available.

B. Be aware of and utilize Secretary Bell's report on Pacific telecommunication.

C. Support the establishment of a National Clearinghouse for Bilingual Education field office in the Pacific.

D. Establish paramount priority of locally identified needs in improving success of the operation of support services.

E. Encourage the identification of potential trainers indigenous to the service population or persons specially qualified to achieve high level competencies in teacher training.

F. Require MFC to conduct a parental/community needs assessment and work with Title VII managers to set up and implement the Parent Institute.

G. Specifically encourage the development of bilingual literature from oral traditions.

H. Support an on-the-job intern program for two interns in program management to be sponsored by the Pacific MFCs.

I. Support the training of teams of curriculum development specialists for each entity in the Pacific.

J. Support the development of a low cost, high quality process for printing of materials for low volume dissemination among Pacific language groups.

K. Be responsible, via MFCs, for developing an intensive training plan for graphic artists in photography, graphics, illustrations, lay-out, development of audio-visual materials, etc.

L. Support training, technical assistance, and materials development efforts which research the cultural environments, reconcile the learning strategies of the schools with the ways of the home and community and develop the technical means for utilizing community and cultural resources in a systematic and creative way.

M. Support multifunctional center efforts to use microcomputer technology to collect oral traditions useful in teaching communication skills, social skills, and enumeration skills. Insure the technical means for locally controlled creation of materials.

N. Masters level training should be supported for Pacific Islanders in major areas specified in this report, i.e., training, coordination, and materials development.

O. Training programs at the University of Guam, the University of Hawaii, the Cross Cultural Resource Center (CCRC), San Jose State University, and other institutions should continue to be supported by Title VII over time to insure at least a minimal talent pool for biligual-bicultural education efforts.

P. Associate of Arts degree programs should be supported through the Northern Marianas Community College, Community College of Micronesia, and community colleges of American Samoa and Hawaii to train bilingual-bicultural education personnel through articulated career ladder plans.

Q. Encourage the National Institute of Education to seriously support developing capacity for research in the Pacific Islands.

R. Initiate additions to the Part C Research Agenda to provide for Pacific research activities.

S. Support (in conjunction with NIE, NCBE, and Pacific entities) a major conference to explore alternative sources of funding for bilingual-bicultural education research specifically focused upon participation by foundations and business organizations.

T. Authorize the MFCs to provide technical assistance and training on language policy, including clarification of policy and implementation strategies. This technical assistance and training should be oriented toward policy-making audiences and the need for language policy.

U. Conduct research to explore the concept of institutionalization of bilingual education in a Pacific context which in many cases implies continued Federal support and emphasis on acceptance, integration, and diffusion of innovations from bilingual-bicultural education sites to other sites within the school system. This research should explicitly describe the varying structure and tax bases within the Pacific.

V. Assist IHEs to establish bilingual-bicultural education degree programs and resources in keeping with accreditation standards.

W. Support the move to get U.S. Department of Education to clear the way for establishing a telecommunication network in the Pacific.

X. Continue to be supportive of technical assistance and training through MFCs on program planning, management, proposal writing, negotiations, reporting.

Y. Support effort to maximize utilization of Micronesians in providing technical assistance and for developing local capacity to train others.

IV. PROGRAMMATIC CHANGES

A. Develop a Memorandum of Understanding at the federal level (Department of Education) to decentralize and modify federal regulations for teacher training and other bilingual education special activities.

B. Create a special contract Request for Proposals (RFP) to provide for capacity building tasks in producing curriculum materials for the Pacific.

C. Pacific programs need exemptions from regulations to purchase and have access to materials and information from the South Pacific.

D. Mandate that appropriate Title VII-funded fellowship programs be required to set aside a limited number of fellowships for Pacific Islanders specifically to develop research capacity of the Pacific.

E. Support and fund maintenance bilingual-bicultural education programs in the Pacific region.

APPENDIX A

INFORMATION AND TECHNICAL ASSISTANCE NEEDS OF
PACIFIC ISLAND GROUPS IN BILINGUAL EDUCATION
PANEL MEMBERS

DR. STEVE ARVIZU
Project Director
Cross Cultural Resource Center
California State University
Department of Anthropology
6000 J Street
Sacramento, CA 95819

ELMER ASHER
Project Director
Bilingual Education
Department of Education
Kosrae, FSM 96944

DR. VIRGIE CHATTERGY
University of Hawaii
College of Education
1776 University Ave.
Honolulu, HI 96822

MR. HANOVER EHSA
Project Director
Bilingual Education
Department of Education
Kolonia, Ponape, FSM 96941

MR. JESUS M. ELAMETO
Pacific Trainer/Coordinator
CCRC
Department of Education
Saipan, CM 96950

MR. SACHUO K. HASER
Teacher Training Coordinator
Truk Education Department
Truk, E.C.I. 96942

MR. JIMMY HICKS
Federal Program Coordinator
Department of Education
Kosrae, FSM 96944

MR. SINCHY KAPUICH
Chief, Federal Programs Division
Department of Education
Moen, Truk 96921

MS. JOSEPHINE PABLO
Title VII Technical Assistance
Coordinator
Hawaii Department of Education
P.O. Box 2360
Honolulu, HI 96804

* MS. ROSA PALOMO
Project Director
Bilingual-Bicultural Education
Program
Guam Department of Education
P.O. Box DE
Agana, GU 96910

MS. MALUA T. PETER
Bilingual Program (Parent)
President Parent Advisory
Council
P.O. Box 422
Saipan, CM 96950

MS. KIT PORTER
President
Northern Marianas College
Box NMC
Saipan, CM 96950

MR. LEO PUGRAM
Project Director
Department of Education
Box 220
Colonia, Yap, FSM 96943

MR. CASIANO SHONIBER
Curriculum Office
Department of Education
Kolonia, Ponape, FSM 96941

MS. CARMEN TAIMANAO
Acting Coordinator
ESEA Title VII SEA
CNM Department of Education
Saipan, CNM 96950

MR. TONY TAWERILMANG
Assistant State Director of
Education
Department of Education
P.O. Box 220
Colonia, Yap, FSM 96943

MR. ROBERT UNDERWOOD
Bilingual-Bicultural Education
Program Coordinator
College of Education
University of Guam
Agana, GU 96913

* Chairperson

NCBE Facilitators:

MINERVA GORENA
Associate Director
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209
703-522-0710; 800-336-4560

TEDDI PREDARIS
Field Coordinator
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209
703-522-0710; 800-336-4560

APPENDIX B

INFORMATION & TECHNICAL ASSISTANCE NEEDS OF
PACIFIC ISLAND LANGUAGE GROUPS IN BILINGUAL EDUCATION

AGENDA

Thursday, March 3, 1983

8:30 a.m. - 9:00 a.m.	Coffee and Doughnuts
9:00 a.m. - 10:15 a.m.	A. Opening - FANOHGE CHAMORRO Guam Hymn
	B. Welcoming Remarks Director of Education, Guam
	C. Statement of Purpose
	D. Introduction of Panel Members
	E. Overview of Project & NCBE
10:15 a.m. - 10:30 a.m.	Break
10:30 a.m. - 11:00 a.m.	Program Precedures
11:00 a.m. - 12:30 p.m.	Small Group Discussion #1 -Coordination Needs
12:30 p.m. - 1:30 p.m.	Lunch
1:30 p.m. - 3:00 p.m.	Small Group Discussion #2 -Training Needs
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 4:30 p.m.	Full Group Reports & Discussions of Coordination & Training Needs
4:30 p.m. - 5:30 p.m.	Review of Recommendations for Needs #1 and 2

Friday, March 4, 1983

8:00 a.m. - 8:20 a.m.	Coffee and Doughnuts
8:20 a.m. - 8:30 a.m.	Opening Remarks
8:30 a.m. - 10:00 a.m.	Small Group Discussion #3 - Curriculum & Materials Needs
10:00 a.m. - 10:15 a.m.	Break

10:15 a.m. - 11:45 a.m.	Small Group Discussion #4 -Research and Other Support Needs
11:45 a.m. - 12:45 p.m.	Lunch
12:45 p.m. - 2:15 p.m.	Small Group Discussion #5 -Technical Assistance Needs
2:15 p.m. - 3:30 p.m.	Full Group Reports and Discussions of Curriculum & Materials, Research or other and Technical Assistance Needs
3:30 p.m. - 3:45 p.m.	Break
3:45 p.m. - 4:45 p.m.	Review of Recommendations for Needs # 3, 4& 5
4:45 p.m. - 5:30 p.m.	Wrap-Up & Conclusions

APPENDIX C

INFORMATION AND TECHNICAL ASSISTANCE NEEDS OF PACIFIC ISLAND LANGUAGE GROUPS IN BILINGUAL EDUCATION

SCOPE OF WORK

Objective of Project: Since the beginning of the bilingual education program, Title VII has funded projects serving Pacific Island language groups. However, projects have experienced a variety of problems, among which are those related to the lack of instructional materials, the lack of certified teachers with skills in the languages, and the sheer distance of projects from sources of information and assistance. This project is designed to explore the specific needs of these groups and to increase the capacity of the National Clearinghouse for Bilingual Education (NCBE) to respond to their information and technical assistance needs.

TASKS

1. Assemble a panel of experts, consisting of representatives of Pacific Island language groups, of BESCs serving them and institutions of higher education providing training and other services, and other individuals knowledgeable about bilingual education needs and the information and technical assistance needs of Pacific Islanders. The panel should include parents and teachers, as well as administrators. The panel shall consist of not more than 20 members.

2. Determine the specific bilingual education needs of Pacific Island language groups.

3. Determine the information and technical assistance needs of Pacific Island language groups.

4. Identify available resources for meeting the bilingual education needs of these groups.

5. Develop a plan to increase the capacity of NCBE to serve the information and technical assistance needs of Pacific Island language groups. This plan should be accomplished with a time schedule for completion.

6. Make recommendations to OBEMLA on other operational changes that could be made in OBEMLA programs to meet the information, technical, and other support needs of these groups.